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ABSTRACT

A project to investigate the feasibility and effectiveness of a Mobile Career Guidance Laboratory is described and evaluated in detail in the document. Designed to serve all ninth grade students on Guam by providing group counseling and access to materials regarding career education, the mobile unit moved from school to school. Faculty orientation was provided and two and one-half to three hours of group and individual work was scheduled for nine students at a time. Activities included: a general explanation of career counseling; student evaluation of individual interest areas, abilities, and attitudes; discussions regarding job categories, requirements, success, and satisfaction; two films; dream time to explore aspirations; and independent study time with resource materials. Statistical evaluation by instrumentation, and participant observation were used, with the five junior high schools rated separately and together. Thirteen tables supplement the discussion. It is stated that the physical makeup, internal operation, and visitation schedule of the mobile unit were very successful in meeting career counseling needs for the ninth grade students. More counselor involvement and a followup on the mini-career information centers established at each junior high school is suggested. Project related material is appended. (LH)

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ABSTRACT OF
A PROJECT EVALUATION REPORT ON
GUAM'S CAREER GUIDANCE MOBILE UNIT

School Year 1974-1975

by

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Career Education Research
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Under Public Law 90.576, Part C

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Div. of Career and Occupational Information
Department of Education
Agana, Guam

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ABSTRACT OF
A PROJECT EVALUATION REPORT ON
GUAM'S CAREER GUIDANCE MOBILE UNIT

The Career Guidance Mobile Unit was designed to ascertain the feasibility of using a mobile unit approach to the problem of career counseling in the public junior high schools on Guam.

Funding for the project was a Career Education Research and Development Project under Public Law 90.576 granted by the U.S. Office of Education to the Division of Career and Occupational Education, Department of Education.

The problem was seen as there being a dearth of career counseling programs and supporting materials available to Guam students. Inasmuch as Career Counseling is basic in aiding people to make wise career and educational choices, it was felt that the 9th grade population in the junior high schools could benefit most from the project.

The Career Guidance Mobile Unit was designed to visit all six of Guam's public junior high schools in an attempt to serve the 1,967 9th grade students enrolled.

The basic objectives of the Unit was to enable these students to:

1. Look at themselves in regard to work.
2. Expand their knowledge of potential occupational interest areas.
3. Begin narrowing possible occupational choices.
4. Become aware that educational requirements exist for all occupations.
5. Become aware of where that educational training is available.

The evaluation was conducted by administering an evaluation instrument to a majority of students served by the Career Unit.

The instrument that was used is a four (4) point scaling system based upon ten questions designed to measure the following statements:

1. The experience was relevant to student need.
2. The experience helped to deleniate his occupational interests.
3. The experience helped to make the student aware

of the educational requirements for occupations which he may be interested in.

4. The experience helped to make the student aware of on and off-island educational programs in his interest area.

5. The methods of instruction are effective methods of transferring the above information.

At each junior high school the total 9th grade population was listed alphabetically in groups of 9 students to a group. Each group would visit the Mobile Unit for a half day. During that half day the student would be involved in group counseling dealing with the basic questions, "Who am I?", "Where am I going?", and "How do I get there?" The group counseling normally took up the first two-thirds of the time. The last third of the time was devoted to the students individual access to the films, film strips, career books and pamphlets, the 3M reader printer, and the Career Counselor.

The statistical analysis of the responses on the evaluation instrument indicated that the students were in fact able to:

1. Look at themselves in regard to work.

2. Expand their knowledge of potential occupational interest areas.

3. Begin narrowing possible occupational choices.

4. Become aware of the educational requirements for occupational areas.

5. Become aware of where occupational training is available.

It can be fairly stated that the Career Guidance Mobile Unit was able to attack the problem of Career Counseling in the public junior high schools of Guam and achieve a provable degree of success. The students who had the Career Unit experience were better able to answer the questions of who they are, where they are going, and how to get there.

In light of the success of the Career Guidance Mobile Unit during its first year of operation, we strongly recommend the effort be continued, taking into consideration the following recommendations:

1. The lab would have a broader impact if counselors at each junior high school were mandated time that they could use to become operational coun-

selors within the Career Unit and thereby service their own students.

2. The Career Guidance Mobile Unit as a concept is not limited to the junior high school level. This concept would have mobility that can be utilized at other grade levels and even adult counseling.

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FORWARD

The following report was developed with a two-fold purpose inmind; first to report the findings of the evaluation of this project, and secondly to provide a basic guide which could be used to initiate other projects of this type, here or in other areas which operates under similar circumstances.

It is hoped that the success of this project will stimulate and serve as a catylist for the continuation of this effort and the implementation of career guidance and the career education concept.

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CHAPTER I

OJECT PARAMETERS

SITE DESCRIPTION

Guam is a small island, comprising approximately 210 square miles in an area 30 miles long and 4 to 8 miles wide. It is situated in the North Pacific Ocean area, approximately 3,800 miles from Hawaii, 1,500 miles from Manila, and 1,500 miles from Tokyo. Guam has a population of 86,929 persons (1970 census). Of this population, approximately 19,000 are military and dependents. The civiliar population is 77.2 percent Guamanian, 9.2 percent Statesider, 8.5 percent Filipino, and 5.1 percent "others".

Guam gross business receipts grew from 81.9 million in 1963 to 273 million in 1970; an increase of 233 percent in seven years. Gross business receipts grew from the 1970 figure to $620 million at the close of 1974 which indicates a growth of 255% in the last four years.

Along with this growth in the gross business receipts, a growth in the employment sector was also noted. Employment rose from 17,000 in 1960 to 25,000 in 1970; a 47% increase, from 1970 to 1974 the figure increased to 36,950 representing an increase of 48%. This growth was represented not only in established employment areas, but also created many new employment opportunities, particularly in the manufacturing, tourism and tourist related areas.

In the 1973-1974 school year, the total public school enrollment was 28,178. These students were enrolled in 29 elementary schools (K-6), six junior high schools (7-9), two senior high schools (10-12), and the area Vocational-Technical High School (10-12).

Broad racial ethnic origins are represented in the schools, including Guamanians, Filipinos, Micronesians, Orientals, Caucasians, Negros and others.

Students graduating from Guam schools are, therefore, facing an expanding and increasing competitive job market in a rapidly growing business community. To help these students better understand themselves and their career opportunities a Career Education Research and Development Project under Public Law 90.576, Part C was applied for by the Vocational Division and granted by the U.S. Office of Education.

The project was to be a testing and development site in a Mobile Career Guidance Laboratory to initially serve all 9th grade students in the six junior high schools.

GENERAL PROBLEM

The general problem was a dearth of good vocational counseling and career awareness in the schools. Many students have little or no understanding of who they are, where they are going or how to get there. Coupled with this was a shortage of career materials within the schools or trained staff to utilize them in a career exploration and awareness program that could be effective.

Not to depreciate the value of career counseling and awareness at other levels, it was felt that the problem was most acute at the ninth grade level. These students were having to make a major choice of high school and/or program options. These choices should be based upon some career awareness. With these things in mind the ninth grade was the target for the Career Guidance Mobile Unit.

THE SPECIFIC PROBLEM

Once the concept of the Career Guidance Mobile Unit was established, the problem became: "How was it to function; What mode of operation, What materials (AV, hardware, software, etc.); To what extent were outside people involved; How was measurement to take place; Was it possible to expand its operational base into each school; and Could there be a residule effect after the lab had parted?

LOGISTICAL PROBLEMS

The problem of moving the unit, setting up and power hook-up were understandably present, but not without relatively easy solution.

The moving and set-up was accomplished by using the local vocational school's 2-1/2-ton dump truck and the students. Power hook-up was arranged by the Department of Education's maintenance unit.

Close cooperation with each school's administrative and counseling staff, including good advertising, facilitated the Unit's moving into each school's existing program with ease, and minimal disruption of normal operation.

OBJECTIVES

The objectives as broadly stated in the letter of assurance to U.S. Commissioner of Education were to provide minimal vocational and career guidance to the ninth grade students enrolled in public schools on Guam through the Career Guidance Mobile Unit.

Very briefly the goals of the Career Guidance Mobile Lab can be stated in the following projected student outcomes:

The Career Lab Experience will enable the students to:

1. Look at themselves in regard to work.
2. Expand their knowledge of potential occupational interest areas.
3. Begin narrowing possible occupational choices.
4. Become aware that educational requirements exist for all occupations.
5. Become aware of where that educational training is avialable.

EVALUATION OF STUDENT OUTCOMES

Evaluation of the stated outcomes was accomplished with an evaluation instrument based upon 10 questions designed to measure the following statements. This was administered to the majority of students who passed through the Unit.

The evaluation instrument that was used was a four-point scaling system based upon ten questions (see attached instrument Appendix A) designed to measure the following statements:

1. The experience was relevant to student need.
2. The experience helped to deleniate his occupational interests.
3. The experience helped to make the student aware of the educational requirements for occupations which he may be interested in.
4. The experience helped to make the student aware of on and off-island educational programs in his interest area.
5. The methods of instruction are effective methods of transferring the above information.

The physical operation and availability of the Career Guidance Mobile Unit was based upon ninth grade student population at each school. The students were alphabetically scheduled nine in the morning and nine in the afternoon. (See Appendix B) Role was taken in accordance with each school's attendance policies.

CHAPTER 2

ESTABLISHMENT AND DESCRIPTION OF INTERNAL OPERATIONS

ESTABLISHMENT AND DESCRIPTION OF INTERNAL OPERATION

OPEN HOUSE FOR SCHOOL STAFF

After set-up of the Unit and before student operation began, an open house was held in the Lab for each school's staff.

The primary focus group for the Faculty Open House was the ninth grade teachers, counselors and administrative staff. Faculty representing other grade levels were also invited as well as Central Office personnel who were interested in the Career Mobile Counseling Unit's operation. As people came in, a visitation roster was signed identifying professional responsibility within the school or the Department of Education. When interest was indicated by a school or department staff member the project counselor would discuss how each person's area could support, expand and improve the Lab's operation.

The fruitfulness of this kind of dialogue was really only limited by each school's, and the vocational division's ability, to commit time, personnel and money to specific program development within each school. There was considerable interest by various staff members as to what they could do individually. The Vocational Division was able to commit $1,500 to each junior high counseling area to establish a Career Resource Center. Materials that had proven successful in the Career Unit were consequently ordered for these Career Resource Centers. The effectiveness of the Career Resource Centers are yet to be measured.

STUDENT CENTERED OPERATION

The Student Centered Operation covered a time span of 2 1/2 to 3 hours depending on each school's schedule, and was composed of both group and individual work.

The central theme of all the work in the Career Unit was finding out who you are, where you want to go and how to get there. To that end the following general format was developed and followed.

Introduction to Career Guidance Unit -

After the students were seated, role was taken. The counselor made a specific effort to learn all of the students' first names. The counselor always read the daily bulletin and kept abreast of school activities using this information as a basis for general discussion to ease tension and create an atmosphere of good rapport.

During this time students would usually query as to why they were there or what was going to happen. This would lead into short comments on why the Career Unit was in operation, why we were talking to the ninth graders, emphasizing the unique position they were in to make some very important decisions. The central theme of the introduction was that one must set goals and make goal decisions, that one should have a good informational base for making a decision on goals, that there are always alternative choices and that along with the choice of goals one should be determining what route to take in achieving those goals as well as what resources are at ones disposal.

Career Counseling Definition -

The discussion of how to make decisions would lead into the question of 'What is Career Counseling?' At this point a fair amount of time would be spent on developing an individual information base in terms of making a career choice. The focus was on finding out "who you are" with three main items being stressed: (1) your interests and how you could identify them; (2) your abilities and how you can find out what they are; (3) your attitudes about others, yourself, the world of work, etc. A point was made of having the students contact their counselor for perusal of their records to aid in the formation of their information base.

Setting Directions -

Where to go after finding out who you are presents a problem, particularly when there are 30,000 different jobs from which to choose. Here the counselor turned to the data-people-things catagorization of the U.S. Department of Labor using the illustrative Job Matrix from the Vocational Exploration Group Kit developed by the Studies for Urban Man. (See Appendix C)

Along with this, the counselor had students identify parent's occupations in terms of data-people-things. Then the student would make a tentative selection of the category into which they felt they would be most comfortable.

The 20-minute film from Counselor Films, "The World of Work" would be shown. This film, in a very colorful fast moving fashion, illustrated the 15 occupational clusters as designed by the U.S. Office of Education using the data-people-things category format.

Dream Time -

Students were then asked to dream a bit and try to imagine what kind of a job they would like to have 10 years hence.

Discussion was then geared to each individual's career choice and how to possibly attain it. This was done in terms of choice of high schools, choice of high school programs, technical schools, on-the-job training, apprenticeship programs, military

options and possible college programs.

This operation was a very illustrative mechanism for the students even though the choice fell into a rather predictable narrow pattern.

Along with this discussion the Studies for Urban Man sheet on Example of possible satisfaction from jobs (see Appendix D), was used in connection with the question why do people work and what is success? The subject of success was treated from the point that, "no one plans to fail, they fail to plan and consequently fail to succeed."

A format of having each student give his own description of success was used. A general consensus was reached and varied little from group to group. The definition usually included being happy with one's work, achieving one's goals whatever they were.

The student was then asked to name someone they knew, either community leaders, friends or relatives who they would term as successful. About 75% of the time they would name a relative or friend who would fall into their consensus of success.

Summing Up -

A general summing up of what had transpired to this point was held and this would lead into the film "Bob, Karen, Ted and Janice" produced by Datafilms.

Film, "Bob, Karen, Ted, and Janice" -

This film is about four young people who are moving out into the world of work and finding the necessity of looking inside oneself before deciding where to go. That the searching was not easy, was illustrated, however; the consequent rewards of knowing where and why you are going are made very clear.

Independent Study -

The independent study allowed students to utilize the six Singer sound filmstrip viewers to view the Bomar, Encyclopedia Britannica and Hoffman Filmstrip series on various careers. The 3-M 400 series Reader Printer was also used a great deal to give students take-home information on specific careers.

Many books and pamphlets were also available for student examination and were used with counselor direction. (See Appendix F for listing of all materials available in the Unit)

CHAPTER 3

EVALUATION PLAN

EVALUATION PLAN

Measurement Statements and Design

The evaluation component of the Career Mobile Lab Project was based upon two approaches: (1) statistical evaluation by instrumentation, and (2) participant observation.

The statistical evaluation instrument was based upon a Likert scale and was administered based upon a post-test only design. (See Appendix A)

There were four (4) possible responses as follows:

A. Means I Strongly Agree
B. Means I Agree
C. Means I Disagree
D. Means I Strongly Disagree

For analysis purposes, a core of four (4) was assigned to the response A, a three (3) to the response B, a two (2) to the response C and one (1) to response D.

The instrument was based upon 10 inter-related questions which were designed to measure the following:

1. If the experience was relevant to student needs.
2. If the experience helped to delineate the students' occupational interests.
3. If the experience helped to make the student aware of the educational requirements for occupations which he may be interested in.
4. If the experience helped to make the student aware of on and off-island educational programs in his interest area.
5. If the methods of instruction are effective methods of transferring the above information.

Instrumentation

In order to further clarify the instrument, a statement by statement rationale follows:

1. I really like the things I studied on my own.

It was felt at the onset of this project that two methods of counseling should be used, small group and individualized. It was hoped that the student would find the individual materials relevant and interesting thus scoring this item positively (as preceived by the project staff) by marking this item A.

2. I decided I wasn't interested in some jobs I thought I might be interested in.

Inasmuch as this item measured a broad opinion rather than a specific positive or negative trend, one would expect the mean to approximate 2.5. The important consideration would be the frequency distribution. One would also expect a large standard deviation. A decision that would result in a strongly disagree or strongly agree response would indicate the Career Unit's success in helping students tie in interests with job choice.

3. I found out about some jobs I didn't know were available before.

The students' occupational interests and awareness, as stated in number two of the student outcomes, should have as broad a base as possible. Part of the Career Unit's mission was to expand this occupational awareness. An indication of achieving this goal would be a positive scoring (a mean greater than 2.5 and approaching 4) on question 3.

4. I found out there are educational requirements for the jobs I might be interested in.

This item was tied to number three of the evaluation measurement statements, for it is hoped that each individual would become aware of the educational requirements of a career choice and his ability to meet them. A positive scoring (greater than 2.5) would be expected to indicate the Unit's success on this item.

5. I will seek vocational education in high school as a result of this experience.

6. I will seek a college preparation high school as a result of this experience.

Both of these items related to number three of the evaluation measurement statements and are themselves inter-related. One would not expect a normality but would observe the frequency distribution for evaluation. As a positive trend on one question is indicated, a negative trend in the other should follow. The enrollment figures at the Area Vocational School should be closely tied to the responses on item 5.

The rational for 5 and 6 was that the counselor's representation involved intensive discussion of how high school choice and career choice are inextricably wound. The concept that vocational education does not preclude, and may include, preparation for college was discussed in detail; therefore, questions five and six may both show a strong trend toward the positive, simultaneously. This does not negate the value of questions 5 and 6 for evaluation and interpretation purposes.

7. I found out that my interests and attitudes strongly effect my possibilities for employment.

Item 7 should indicate a very strong trend to the positive (greater than 2.5) in support of number one of the measurement statements. The operation of the Career Unit focused heavily on the need of students being aware of themselves in relation to their career choice. Inasmuch as personal interests and attitudes of the students are tied so closely to occupational choice, item seven evaluates the second measurement statement.

8. I found out that I need to go off-island after high school to get training for the job area I am interested in.

Item eight was designed to measure both number three and number four of the evaluation measurement statements.

The rational was that students may have made choices for which the training is not available locally. Conversely, they may have chosen an area for which training is available locally which will negate the need for off-island training.

Inasmuch as a strongly agree or a strongly disagree response would indicate an awareness of where training is available, a high standard deviation would be expected, with the frequency distribution being the strongest indication of the program success.

Although there was no pre-test administered, the counselor did note, by questioning during the introduction phase, that almost none of the students had previously discussed with counselors, teachers or their parents the possibilities for training opportunities after graduation from high school. Therefore, it could be assumed that a strongly disagree or strongly agree response would be an indication of success in the Unit's endeavor to educate the student as to where training opportunities are available relevant to their career choices.

9. I did like the study in the group.

This item is related to number five of the measurement statements. That is to evaluate the effectiveness of group and individualized approaches. A strong trend to the positive (greater than 2.5) would indicate success of this method. A comparison of the means of item 1 and item 9 would indicate the relative effectiveness of the small group as compared to individualized study.

10. I found out there are more jobs that I might be interested in than I thought there were.

Item ten was to evaluate number 2 of the student outcomes. One would expect a positive trend (greater than 2.5 mean) to indicate success.

The rational was the students at this point should be fully aware of the career opportunities available to them. This is particularly true in light of the ever changing occupational scene, both locally and nationally.

CHAPTER IV

STATISTICAL EVALUATION ANALYSIS

STATISTICAL EVALUATION ANALYSIS

For the purpose of this evaluation, the following discussion is item by item.

Item 1 - (I really liked the things I studied on my own)

On item one the overall mean ($\bar{X}$) 3.31 was definitely positive. This with the range $\bar{X}$=3.37 to $\bar{X}$=3.25 and a SD of .71, which falls within the first standard deviation, would indicate that the student found the individual study enjoyable and useful and that the Unit's use of the individualized approach for making career information available to students was very successful.

Item 2 - (I decided I wasn't interested in some jobs I thought I might be interested in)

The $\bar{X}$=2.56 and the SD=.97 indicated an expected trend toward the center range with a fair number of response at either extreme. While some students gathered enough career information to decide that they wanted to change this choice, there was a larger number who, after exploring other careers, decided to hold with their original choice.

These results would indicate the success of the Mobile Unit getting career information to the student.

Item 3 - (I found out about some jobs I didn't know were available before)

With a very positive $\bar{X}$ of 3.25 for all schools, a range of $\bar{X}$= 3.36 to $\bar{X}$ =3.11 and a SD=.83 for all schools, there is a positive indication of the units success in expanding the occupational awareness of the students.

Item 4 - (I found out there are educational requirements for the jobs I might be interested in)

A range from $\bar{X}$=3.50 to $\bar{X}$=3.31, an $\bar{X}$=3.41 for all schools and a SD of .73 indicates a very positive trend in the responses. One of the major aims of the Career Units was to make sure students were well aware of the educational requirements for their career choices. The very positive scoring on item 4 illustrates that the Career Unit was very successful in making students aware of educational requirements for attaining their career choices.

Item 5 - (I will seek vocational education in high school as a result of this experience) and Item 6 - (I will seek a college preparation high school as a result of their experience)

Items 5 and 6 are related to the goal of making students aware of educational requirements as mentioned in item 4. But more

specifically, in terms of where that education is available.

The $\bar{X}$=2.95 of all schools for item 5 and the $\bar{X}$=3.10 of all schools for item 6 indicates a somewhat positive trend for both items which appear at the first a bit incongruous. A look at the frequency distribution will aid in clarification. There were 604 of the responses on item five either agree or strongly agree. On item six, there were a total of 778 responses either agree or strongly agree. The number indicating a college preparation program is almost 200 more than those planning a vocational program, which would be expected.

The information given to students was that both vocational education and some college preparation were available at the area vocational school. Also, at the two academic high schools. This would give a particular student the option of scoring on the positive side on both items 5 and 6 which, as numbers would indicate did happen.

Another indication of the Career Unit's success in making students aware of vocational opportunities is the enrollment at the area vocational school. The enrollment for incoming 10th graders in summer of 1974 was 325, the enrollment in summer of 1975 was 475, an increase of 46% as compared to a 10% increase over the previous three years. The statistics do show that the Career Unit did make students aware of educational opportunities.

Item 7 - (I found out that my interest and attitudes strongly affect my possibilities for employment)

The mean for all schools was 3.29 and the range was from $\bar{X}$=3.37 to a low of $\bar{X}$=3.20. The SD for all schools was .80, well within one standard deviation, the expected positive trend is apparent.

One of the stated goals of the Career Unit was to have students look at themselves in regard to work. The very positive scoring on item 7 certainly indicates the career units ability of aiding students in this process.

Item 8 - (I found that I need to go off-island after high school to get training for the job area I am interested in)

Because students may choose a career area for which training is available, both on and off-island, both a positive and negative scoring was expected. The all schools ($\bar{X}$ 2.73) and a large (SD 1.06) is in keeping with their expectation. The frequency distribution also illustrated the wide range of responses; Strongly Agree 260, Agree 240, Disagree 246, and Strongly Disagree 109.

The students were obviously aware that there were educational requirements and that they were available both on and off-island. This is in keeping with the stated student outcomes which included both awareness of occupational requirements and where

training was available. The statistics show that the career unit was able to achieve the expected outcome.

Item 9 - (I did like the study done in the group)

The positive trend of the overall mean ($\bar{X}$=3.11) and the overall standard deviation of .93, falling within one standard deviation indicates that the students did enjoy the small group work.

One of the Career Unit's goals was to establish the comparitive effectiveness of small group work and individualized work as a means of career counseling.

Items 1 and 9 were to measure this effectiveness and it would appear from the statistical results that they were both equally effective as used in the Mobile Career Guidance Unit.

Item 10 - (I found out there are more jobs that I might be interested in than I thought there were)

Item two of the student outcomes dealt with the expansion of the students career horizons.

The very positive overall mean of 3.38 and the overall standard deviation of .81, which falls within one standard deviation, strongly confirms that the students did have an expanded vision of career opportunities as a result of the Career Unit experience.

Table Interpretation

Means ($\bar{X}$) and Standard Deviations (SD) were calculated on each item by school and overall. The results of the mean ($\bar{X}$) and Standard Deviation (SD) calculations by school are reported on Table 1. The $\bar{X}$ and SD by item overall schools are reported on Table 2.

Rank of Mean Scores and Standard Deviations

Item 1 (I really like the things I studied on my own) scores range from standard deviation (SD). for all schools fell within one standard deviation (SD) and ranged.

From Barrigada Junior High School (SD .62) to Inarajan Junior High School (SD .81).

FIGURE I

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Agat	3.37	Barrigada	.62
Barrigada	3.36	Agueda Johnston	.64
Agueda Johnston	3.28	Dededo	.70
Inarajan	3.28	Agat	.74
Dededo	3.25	Inarajan	.81

Item 2, (I decided I wasn't interested in some jobs I thought I might be interested in) scores ranges from ($\bar{X}$=2.71) at Agueda Johnston Junior High School to ($\bar{X}$=2.40) at Inarajan Junior High School. The SD ranged from (SD=.87) at Agueda Johnston Junior High School to (SD=1.06) at Inarajan Junior High School.

FIGURE II

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Agueda Johnston	2.71	Agueda Johnston	.87
Dededo	2.58	Barrigada	.96
Agat	2.57	Agat	.97
Barrigada	2.56	Dededo	.97
Inarajan	2.40	Inarajan	1.06

Item 3, (I found out about some jobs I didn't know were available before) ranged from ($\bar{X}$ 3.36) at Inarajan to ($\bar{X}$ 3.11) at Barrigada. The standard deviation ranged from (SD.78) at Agueda Johnston to (SD.89) at Inarajan.

The ranked order of $\bar{X}$ and S.D. is as follows in Figure III:

FIGURE III

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Inarajan	3.36	Agueda Johnston	.78
Agueda Johnston	3.35	Dededo	.79
Agat	3.29	Barrigada	.82
Dededo	3.15	Agat	.83
Barrigada	3.11	Inarajan	.89

Item 4, (I found out there are educational requirements for the jobs I might be interested in) scores ranged from ($\bar{X}$=3.50) at Barrigada to ($\bar{X}$=3.31). The S.D.'s ranged from (SD=69) at Agueda Johnston and Barrigada Junior High to (SD=79) at Agat.

The ranked order of $\bar{X}$'s and SD's on item 4 are as follows in Figure IV:

FIGURE IV

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Barrigada	3.50	Agueda Johnston	.69
Inarajan	3.45	Barrigada	.69
Agueda Johnston	3.42	Dededo	.70
Dededo	3.37	Inarajan	.73
Agat	3.31	Agat	.79

Item 5, (I will seek Vocational Education in high school as a result of this experience) scores range from ($\bar{X}$=3.07) at Agueda Johnston Junior High School to ($\bar{X}$=2.82) at Dededo Junior High School. The S.D. ranged from (SD=.83) at Agueda Johnston Junior High School to (SD=1.05) at Inarajan Junior High School.

FIGURE V

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Agueda Johnston	3.07	Agueda Johnston	.88
Inarajan	3.03	Barrigada	.92
Barrigada	2.98	Agat	.94

Agat	2.96	Dededo	.95
Dededo	2.91	Inarajan	1.05

Item 6, (I will seek a College Preparation High School Program as a result of this experience) scores ranged from ($\bar{X}$=3.30) at Barrigada Junior High School to an ($\bar{X}$=2.91) at Dededo Junior High School.

The S.D. scores ran from (SD=.76) at Barrigada (SD=1.05) at Dededo Junior High School. The ranked order of $\bar{X}$'s and SD's are as follows in Figure VI:

FIGURE VI

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Barrigada	3.30	Barrigada	.76
Agueda Johnston	3.26	Agat	.86
Inarajan	3.14	Agueda Johnston	.88
Agat	2.96	Inarajan	.97
Dededo	2.91	Dededo	1.05

Item 7, (I found out that my interests and attitudes strongly affect my possibilities for employment), scores ranged from ($\bar{X}$=3.37) at Barrigada Junior High to ($\bar{X}$=3.20) at Dededo Junior High School.

The S.D. scores ranged from (SD=70) at Barrigada Junior High School to (SD=.87) at Dededo Junior High School.

The ranked order $\bar{X}$'s and SD's are as follows in Figure VII:

FIGURE VII

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Barrigada	3.37	Barrigada	.70
Agat	3.33	Agueda Johnston	.77
Agueda Johnston	3.29	Agat	.78
Inarajan	3.27	Inarajan	.85
Dededo	3.20	Dededo	.87

Item 8, (I found that I need to go off-island after high school to get training for the job area I am interested in), scores ranged from ($\bar{X}$=2.87) at Barrigada Junior High School to ($\bar{X}$=2.65) at Dededo Junior High School.

The S.D. ranged from (SD=.97) at Barrigada Junior High School to (SD=1.10) at Agat Junior High School. The ranked order for $\bar{X}$'s and SD's are as follows in Figure VIII:

FIGURE VIII

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Barrigada	2.87	Barrigada	.97
Inarajan	2.76	Agueda Johnston	1.01
Agat	2.70	Dededo	1.09
Agueda Johnston	2.67	Inarajan	1.09
Dededo	2.65	Agat	1.10

Item 9, (I did like the study done in the group), scores range from ($\bar{X}$=3.16) at Inarajan Junior High School to ($\bar{X}$=3.00) at Agueda Johnston Junior High School. The S.D. ranged from (SD=.84) at Agat Junior High School to (SD=1.01) at Dededo Junior High School. The ranked order of $\bar{X}$'s and SD's are as follows:

FIGURE IX

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Inarajan	3.16	Agat	.84
Agat	3.14	Barrigada	.87
Barrigada	3.12	Inarajan	.95
Dededo	3.10	Agueda Johnston	.97
Agueda Johnston	3.00	Dededo	1.01

Item 10, (I found out there are more jobs that I might be interested in than I thought there were), scores ranged from ($\bar{X}$=3.47) at Barrigada and Inarajan Junior High Schools to ($\bar{X}$=3.23) at Dededo Junior High School. The S.D. scores ranged from (SD=70) at Barrigada Junior High School to (SD=97) at Dededo Junior High School. The ranked order of the $\bar{X}$'s and SD's are shown in Figure X:

FIGURE X

Ranked Order of $\bar{X}$ Highest to Lowest		Ranked Order of SD Lowest to Highest	
School	$\bar{X}$	School	S.D.
Barrigada	3.47	Barrigada	.70
Inarajan	3.47	Agat	.71
Agat	3.39	Inarajan	.79
Agueda Johnston	3.33	Agueda Johnston	.83
Dededo	3.23	Dededo	.97

Frequency Distributions

Frequently researchers overlook the obvious to present the more complicated of statistics. When considering the functional nature of this evaluation, the frequency distribution (FD) is extremely important. Infact, on several items the frequency distribution (FD) is the most important statistic.

Tables 3-12 depict the frequency distribution for items by school and Table 13 represents the frequency distribution by item over all schools.

The FD Tables report the total number of responses by the following categories:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

In addition it reports the total overall number of Responses and the number of No Responses.

The FD tables provides a quick visual reading of how the students responded to each item.

Further analysis of the frequency distribution will be included in the section on analysis of data.

TABLE I

MEAN SCORES AND STANDARD DEVIATIONS FOR ALL ITEMS BY SCHOOL

		ITEM 1		ITEM 2		ITEM 3		ITEM 4	
	SCHOOL	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**
1.	Inarajan	3.28	.81	2.40	1.06	3.36	.89	3.45	.73
2.	Agat	3.37	.74	2.57	.97	3.29	.83	3.31	.79
3.	Agueda Johnston	3.28	.64	2.57	.87	3.35	.78	3.42	.69
4.	Barrigada	3.36	.62	2.56	.96	3.11	.82	3.50	.69
5.	Dededo	3.25	.70	2.58	.97	3.15	.79	3.37	.70

		ITEM 6		ITEM 7		ITEM 8		ITEM 9	
	SCHOOL	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**
1.	Inarajan	3.14	.97	3.27	.85	2.76	1.09	3.16	.95
2.	Agat	2.96	.86	3.33	.78	2.70	1.10	3.14	.84
3.	Agueda Johnston	3.26	.88	3.29	.77	2.67	1.01	3.00	.97
4.	Barrigada	3.30	.76	3.37	.70	2.87	.97	3.12	.87
5.	Dededo	2.91	1.05	3.20	.87	2.65	1.09	3.10	1.01

* $\bar{X}$ = Mean Score
**SD = Standard Deviation

TABLE I

MEAN SCORES AND STANDARD DEVIATIONS FOR ALL ITEMS BY SCHOOL

ITEM 1		ITEM 2		ITEM 3		ITEM 4		ITEM 5	
$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**
3.28	.81	2.40	1.06	3.36	.89	3.45	.73	3.03	1.05
3.37	.74	2.57	.97	3.29	.83	3.31	.79	2.88	.94
3.28	.64	2.57	.87	3.35	.78	3.42	.69	3.07	.83
3.36	.62	2.56	.96	3.11	.82	3.50	.69	2.98	.92
3.25	.70	2.58	.97	3.15	.79	3.37	.70	2.82	.95

ITEM 6		ITEM 7		ITEM 8		ITEM 9		ITEM 10	
$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**	$\bar{X}$*	SD**
3.14	.97	3.27	.85	2.76	1.09	3.16	.95	3.47	.79
2.96	.86	3.33	.78	2.70	1.10	3.14	.84	3.39	.71
3.26	.88	3.29	.77	2.67	1.01	3.00	.97	3.33	.83
3.30	.76	3.37	.70	2.87	.97	3.12	.87	3.47	.70
2.91	1.05	3.20	.87	2.65	1.09	3.10	1.01	3.23	.97

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TABLE 2

MEAN SCORES AND STANDARD DEVIATIONS BY ITEM FOR ALL SCHOOLS

ITEM	$\bar{X}$	SD
1.	3.31	.71
2.	2.56	.97
3.	3.25	.83
4.	3.41	.73
5.	2.95	.95
6.	3.10	.92
7.	3.29	.80
8.	2.73	1.06
9.	3.11	.93
10.	3.38	.81

TABLE 3

FREQUENCY DISTRIBUTION FOR ITEM 1 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO
Inarajan	79	71	19	3	172	
Agat	86	78	10	2	178	
Agueda Johnston	58	81	13	1	153	
Barrigada	73	85	10	1	169	
Dededo	72	99	16	4	191	

TABLE 3

FREQUENCY DISTRIBUTION FOR ITEM 1 BY SCHOOL

TRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
79	71	19	3	172	2
86	78	10	2	178	2
58	81	13	1	153	0
73	85	10	1	169	0
72	99	16	4	191	0

TABLE 4

FREQUENCY DISTRIBUTION FOR ITEM 2 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO
Inarajan	31	52	48	42	173	
Agat	34	61	57	25	177	
Agueda Johnston	28	66	45	14	153	
Barrigada	27	69	44	29	169	
Dededo	37	66	59	29	191	

TABLE 4

FREQUENCY DISTRIBUTION FOR ITEM 2 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
31	52	48	42	173	1
34	61	57	25	177	1
28	66	45	14	153	0
27	69	44	29	169	0
37	66	59	29	191	0

TABLE 5

FREQUENCY DISTRIBUTION FOR ITEM 3 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RES
Inarajan	102	42	22	7	173	
Agat	83	73	15	5	176	
Agueda Johnston	78	54	17	4	153	
Barrigada	58	80	22	9	169	
Dededo	69	89	26	7	191	

TABLE 5

FREQUENCY DISTRIBUTION FOR ITEM 3 BY SCHOOL

RONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
102	42	22	7	173	1
83	73	15	5	176	2
78	54	17	4	153	0
58	80	22	9	169	0
69	89	26	7	191	0

TABLE 6

FREQUENCY DISTRIBUTION FOR ITEM 4 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO
Inarajan	98	60	13	2	173	
Agat	85	71	15	7	178	
Agueda Johnston	82	55	15	1	153	
Barrigada	100	56	10	3	169	
Dededo	92	80	16	3	191	

TABLE 6

FREQUENCY DISTRIBUTION FOR ITEM 4 BY SCHOOL

TRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
98	60	13	2	173	1
85	71	15	7	178	0
82	55	15	1	153	0
100	56	10	3	169	0
92	80	16	3	191	0

TABLE 7

FREQUENCY DISTRIBUTION FOR ITEM 5 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO
Inarajan	79	39	39	16	173	
Agat	54	64	46	13	177	
Agueda Johnston	51	68	27	7	153	
Barrigada	56	68	31	14	169	
Dededo	50	75	49	15	189	

TABLE 7

FREQUENCY DISTRIBUTION FOR ITEM 5 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
79	39	39	16	173	1
54	64	46	13	177	1
51	68	27	7	153	0
56	68	31	14	169	0
50	75	49	15	189	2

TABLE 8

FREQUENCY DISTRIBUTION FOR ITEM 6 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO
Inarajan	77	60	23	12	172	
Agat	47	88	33	8	175	
Agueda Johnston	73	57	14	8	152	
Barrigada	78	66	22	3	169	
Dededo	67	65	37	18	187	

TABLE 8

FREQUENCY DISTRIBUTION FOR ITEM 6 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
77	60	23	12	172	2
47	88	33	8	175	2
73	57	14	8	152	1
78	66	22	3	169	0
67	65	37	18	187	4

TABLE 9

FREQUENCY DISTRIBUTION FOR ITEM 7 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	N
Inarajan	80	72	12	9	173	
Agat	86	70	16	6	178	
Agueda Johnston	69	63	17	4	153	
Barrigada	81	73	12	3	169	
Dededo	80	80	23	5	188	

TABLE 9

FREQUENCY DISTRIBUTION FOR ITEM 7 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
80	72	12	9	173	1
86	70	16	6	178	0
69	63	17	4	153	0
81	73	12	3	169	0
80	80	23	5	188	3

TABLE 10

FREQUENCY DISTRIBUTION FOR ITEM 8 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Inarajan	57	46	45	24	172
Agat	54	48	46	28	176
Agueda Johnston	38	49	45	20	152
Barrigada	55	52	47	15	169
Dededo	56	45	63	22	187

TABLE 10

FREQUENCY DISTRIBUTION FOR ITEM 8 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
57	46	45	24	172	2
54	48	46	28	176	2
38	49	45	20	152	1
55	52	47	15	169	0
56	45	63	22	187	5

TABLE 11

FREQUENCY DISTRIBUTION FOR ITEM 9 BY SCHOOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Inarajan	75	69	15	13	172
Agat	65	83	22	6	176
Agueda Johnston	54	63	18	18	153
Barrigada	67	63	31	8	169
Dededo	78	78	18	11	191

TABLE 11

FREQUENCY DISTRIBUTION FOR ITEM 9 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
75	69	15	13	172	2
65	83	22	6	176	2
54	63	18	18	153	0
67	63	31	8	169	0
78	78	18	11	191	6

TABLE 12

FREQUENCY DISTRIBUTUION FOR ITEM 10 BY SCHCOL

SCHOOL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO
Inarajan	107	48	14	4	173	
Agat	90	71	14	3	178	
Agueda Johnston	78	55	14	5	152	
Barrigada	67	63	31	8	169	
Dededo	91	71	15	9	187	

TABLE 12

FREQUENCY DISTRIBUTUION FOR ITEM 10 BY SCHOOL

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	NO RESPONSE
107	48	14	4	173	1
90	71	14	3	178	0
78	55	14	5	152	1
67	63	31	8	169	0
91	71	15	9	187	5

TABLE 13

FREQUENCY DISTRIBUTION BY ITEM FOR ALL SCHOOLS

ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
1.	368	414	68	11	4
2.	157	314	253	139	2
3.	390	338	102	32	3
4.	457	322	69	16	1
5.	290	314	192	65	4
6.	342	336	129	49	9
7.	396	356	80	27	4
8.	260	240	246	109	10
9.	339	356	104	56	10
10.	462	304	68	24	7

TABLE 13

FREQUENCY DISTRIBUTION BY ITEM FOR ALL SCHOOLS

AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	NUMBER OF RESPONSES
414	68	11	4	861
314	253	139	2	863
338	102	32	3	862
322	69	16	1	864
314	192	65	4	861
336	129	49	9	857
356	80	27	4	861
240	246	109	10	855
356	104	56	10	855
304	68	24	7	858

Non Statistical Observation Evaluation

Several things were noted by the Career Guidance Mobile Unit Counselor on an observational basis:

1. Student interest was generally high in discussion of themselves and careers.

   In addition, a random sample of students who had responsed during "Dream Time" to the question, "What do you want to be doing in ten years from now?" yielded some interesting results.

   The students indicated 49 career areas ranging from top professional to blue collar workers.

   This was separated into four (4) areas as to type of education required for entry and success in the career.

   29% of the students selected careers which would require four years or more of college.

   9% of the students chose careers that would require a 2-year community college or technical college program.

   15% chose career areas for which they could receive training at the area vocational school.

   5% chose careers for which either on-the-job training or other specific training would be required.

   13% selected a military career.

   29% were unable to make a tentative choice at the time.

2. Discipline was no problem.

3. Most of the materials were relevant to student interest.

4. Counselors who voiced a desire to be operationally involved in the Career Unit prior to it's arrival found that current in house duties did not allow time free for involvement. Only at one junior high did one counselor free himself enough to become operationally involved when the Unit was on campus.

5. The students seemed to have a vague notion of what high school could mean to them in terms of career preparation. Perhaps one student in a group or two groups would have a firm idea of what he could take or plan to take in high school and how it would relate to his career choice.

6. There also was little awareness by the students of what was contained in their records or that they had access to themselves. They also did not realize that information in their records could be of help to them in finding out about themselves and thereby helping them build their information base.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The general problem, as originally stated, was that the students in Guam's 9th grade had little or no understanding of who they are, where they are going or how to get there.

The Career Guidance Unit was established physically and operationally with stated outcomes to meet their problems. The outcomes were stated in measurable terms. Measurement was taken and evaluated.

The expected student outcomes were to enable students to:

1. Look at themselves in regard to work.
2. Expand their knowledge of potential occupational interest areas.
3. Begin narrowing possible occupational choices.
4. Become aware that educational requirements exist for all occupations.
5. Become aware of where that educational training is available.

The very positive student response to the evaluation instrument item 7 demonstrates that the students did become more aware of themselves in regards to work.

The positive student response to the evaluation instrument items 2, 3 and 10 illustrated conclusively that the students did leave the Career Guidance Mobile Unit with an expanded knowledge of occupational areas.

The fact that the students could make a very positive response to item 4 of the evaluation instrument indicates that they became aware of the fact that educational requirements do exist for occupations.

That the students became aware of where education and training is available was strongly demonstrated by their ability to make distinction on the evaluation instrument items 5,6, and 8.

It can be stated unequivocally that the physical makeup, the internal operation and visitation schedule of the Career Guidance Mobile Unit were very successful in meeting some very major Career Counseling needs of the 9th grade students in Guam's public junior high schools.

Those 9th grade students who experienced what the Career Guidance Mobile Unit had to offer, left with a better understanding of themselves, a better understanding of where they might go in terms of a career and a better understanding of how they could meet their lifelong career goals.

Recommendations

The Career Guidance Mobile Unit's operation was successful in Guam's junior high schools during school year 1974-1975. But, the problem of having good career counseling in the junior

high schools and senior high schools has been a continuing problem and will continue to be a problem. The Career Unit's operation was a beginning and has within it the real potential for attacking the problem and making significant progress in providing better Career Counseling for more of Guam's youth.

The Career Guidance Mobile Unit should be continued during the 1975-1976 school year, but the operational basis should be altered.

The Career Unit should visit schools on a similar schedule as 1974-1975, but counselor time should be mandated by the principal at each school to enable the 9th grade counselor to have a short orientation period to the Unit's operation, thus enabling the counselor to process his or her own 9th grade student population.

The time frame demanded by the Career Unit's operation is not so great that with advance notice and proper scheduling, there should be no deleterious effect to current in-house counseling programs. In junior high schools where there are a number of counselors, it would be to good advantage to mandate all counselors to experience a partial operational role, possibly on a rotating basis.

Recommendations For Further Action

The feasibility of the Career Unit operating at other grade levels: elementary, senior high, or adult education, should be explored. With some change in materials and operational format, there is no reason why such mobility is not feasible.

A follow up on each junior high schools use of the $1,500 to establish their own mini-Career Information Centers should be conducted for evaluating the use of and applicability of materials selected.

APPENDIX A

APPENDIX A

Please help me grade the Career Experience you have received. Mark each statement in the margin according to how you agree or disagree with the statement. Please answer each item. Put an X in the correct box.

A. Means I Strongly Agree
B. Means I Agree
C. Means I Disagree
D. Means I Strongly Disagree

A	B	C	D	
☐	☐	☐	☐	EXAMPLE: Mary is a girl's name.
☐	☐	☐	☐	1. I really liked the things I studied on my own.
☐	☐	☐	☐	2. I decided I wasn't interested in some jobs I thought I might be interested in.
☐	☐	☐	☐	3. I found out about some jobs I didn't know were before.
☐	☐	☐	☐	4. I found out there are educational requirements for the jobs I might be interested in.
☐	☐	☐	☐	5. I will seek Vocational Education in high school as a result of this experience.
☐	☐	☐	☐	6. I will seek a College Preparation High School program as a result of this experience.
☐	☐	☐	☐	7. I found out that my interests and attitudes strongly effect my possibilities for employment.
☐	☐	☐	☐	8. I found out that I need to go off-island after high school to get training for job area I am interested in.
☐	☐	☐	☐	9. I did like the study done in the group.
☐	☐	☐	☐	10. I found out there are more jobs that I might be interested in than I thought there were.

APPENDIX B

APPENDIX B

This is an example of a weeks' scheduling at a typical junior high school.

The alphabetized ninth grade roster has been marked into groups of nine each, and designated are group A, group B, group C, etc. The group would then be scheduled into Career Mobile Laboratory according to the following schematic for both group and individual activity.

DAY	TIME	(TWO HOURS) GROUP ACTIVITY	(ONE HOUR) INDIVIDUAL ACTIVITY
	a.m.	A	A
Monday	p.m.	B	B
	a.m.	C	C
Tuesday	p.m.	D	D
	a.m.	E	E
Wednesday	p.m.	F	F
	a.m.	G	G
Thursday	p.m.	H	H
	a.m.	I	I
Friday	p.m.	J	J

APPENDIX C

JOB MATRIX

APPENDIX C

ENTRY	FUNCTION		
TRAIN ON JOB	File Clerk	Receptionist	El As
SPECIAL SKILL	Bookkeeper	Nurse Aid	B
COLLEGE	Librarian	Teacher	En

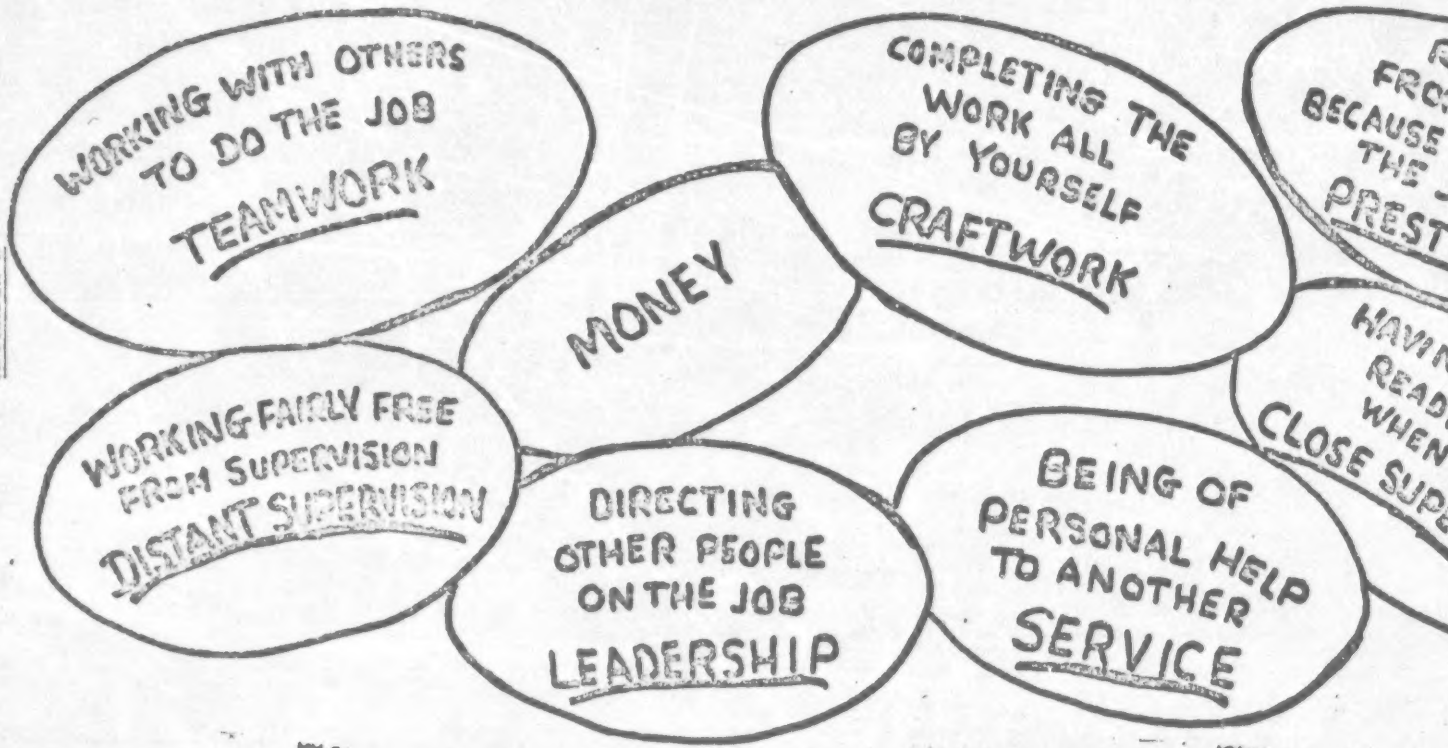
JOB MATRIX

ENTRY	FUNCTION		
ON JOB	File Clerk	Receptionist	Electronics Assembler
L SKILL	Bookkeeper	Nurse Aid	Barber
GE	Librarian	Teacher	Engineer

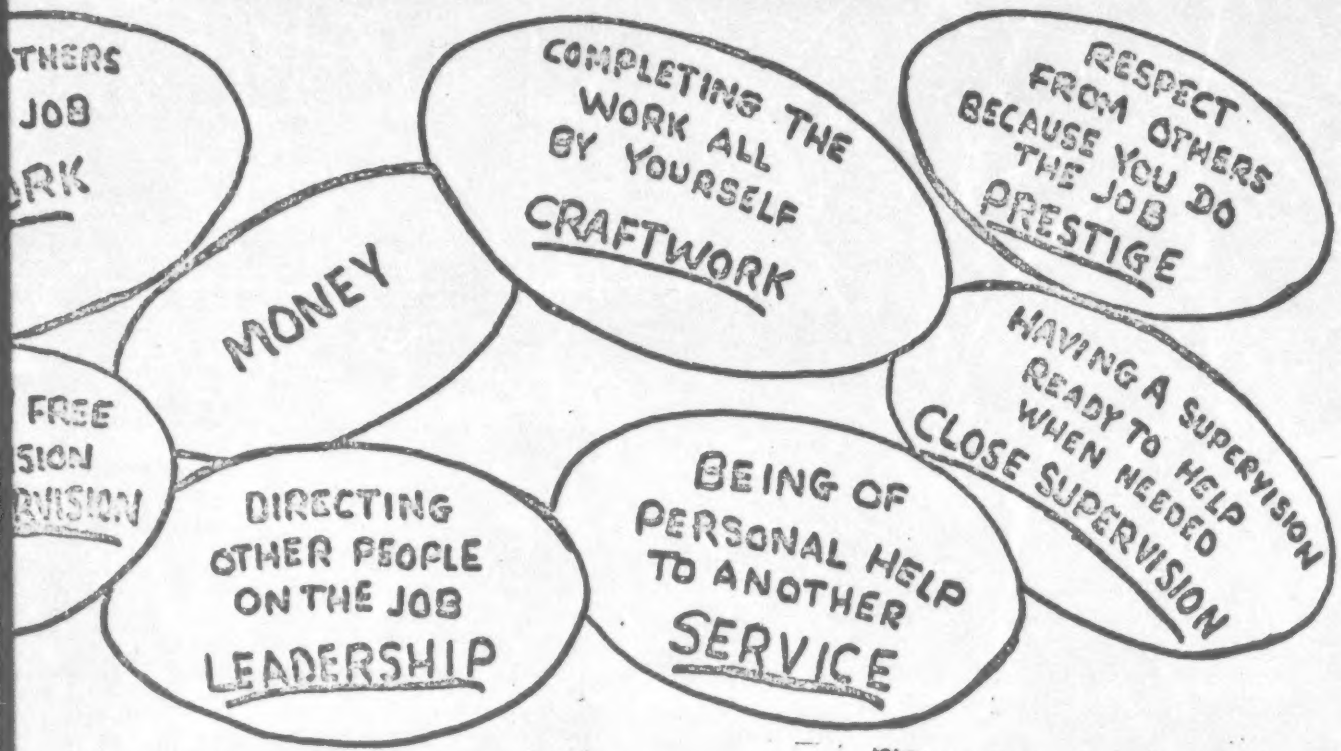
APPENDIX D

APPENDIX D

EXAMPLES OF POSSIBLE SATISFACTION FROM



OF POSSIBLE SATISFACTION FROM JOBS



APPENDIX E

APPENDIX E
SCHEDULE OF CAREER GUIDANCE MOBILE LABORATORY
(NINTH GRADE)

JUNIOR HIGH SCHOOLS	PROJECTED PARTICIPATION	ACTUAL PARTICIPATION	NUMBER OF ON SITE DAYS		PER CENT OF TOTAL 9TH GRADE ENROLLMENT	
			PROJECTED	ACTUAL	PROJECTED	ACTUAL
1. Agat	296	263	22	23	15	13.6
2. Barriqada	300	231	24	26	16	12.0
3. Inarajan	196	185	15	12	10	9.6
4. Agueda Johnston	336	294	27	20	18	15.2
5. Dededo	467	403	35	38	24	21.0
6. Sanchez	332	239	25	16	17	12.4

A. 148 On Site Days plus 19 unscheduled days = 167 days
B. Total Projected Enrollment 1,927
C. Minimum number of students per day 12.2
*D. Schedule based upon nine (9) students per group, two (2) groups per day.

APPENDIX E
SCHEDULE OF CAREER GUIDANCE MOBILE LABORATORY
(NINTH GRADE)

LS	PROJECTED PARTICIPATION	ACTUAL PARTICIPATION	NUMBER OF ON SITE DAYS		PER CENT OF TOTAL 9TH GRADE ENROLLMENT		ON SITE DATES	
			PROJECTED	ACTUAL	PROJECTED	ACTUAL	PROJECTED	ACTUAL
	296	263	22	23	15	13.6	9-30-74 to 11-07-74	9-30-74 to 11-07-74
	300	231	24	26	16	12.0	1-06-75 to 2-13-75	1-20-75 to 2-26-75
	196	185	15	12	10	9.6	9-09-74 to 9-27-74	9-16-74 to 9-29-74
	336	294	27	20	18	15.2	11-11-74 to 12-20-74	11-08-74 to 12-06-74
	467	403	35	38	24	21.0	2-18-75 to 4-17-75	2-27-75 to 5-01-75
	332	239	25	16	17	12.4	4-21-75 to 5-23-75	5-02-75 to 5-23-75

te Days plus 19 unscheduled days = 167 days
jected Enrollment 1,927
umber of students per day 12.2
based upon nine (9) students per group, two (2) groups per day.